

Kellett Elementary

500 Adams Street
Seneca, SC 29678

Grades	PK-5 Elementary School	
Enrollment	371 Students	
Principal	Earnestine R. Williams	864-885-5006
Superintendent	Dr. Valerie Truesdale	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	63	42	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Average	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes
2006	Average	Unsatisfactory	Yes

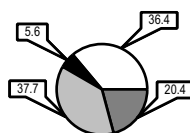
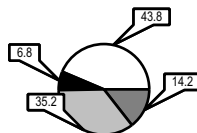
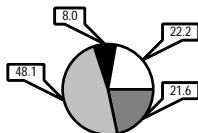
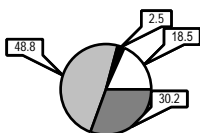
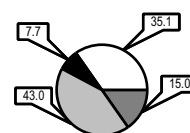
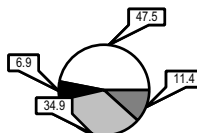
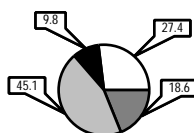
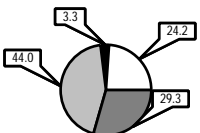
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	178	100.0	18.5	48.8	30.2	2.5	41.4	Yes	Yes
Gender									
Male	87	100.0	24.4	52.4	22.0	1.2	30.5	N/A	N/A
Female	91	100.0	12.5	45.0	38.8	3.8	52.5	N/A	N/A
Racial/Ethnic Group									
White	76	100.0	7.4	44.1	42.6	5.9	54.4	Yes	Yes
African American	90	100.0	27.6	52.9	19.5	0.0	29.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	160	100.0	18.2	47.3	31.8	2.7	43.2	N/A	N/A
Disabled	18	100.0	21.4	64.3	14.3	0.0	21.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	178	100.0	18.5	48.8	30.2	2.5	41.4	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	100.0	18.0	49.1	30.4	2.5	41.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	132	100.0	21.4	54.7	23.9	0.0	34.2	Yes	Yes
Full-pay meals	46	100.0	11.1	33.3	46.7	8.9	60.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	178	100.0	22.2	48.1	21.6	8.0	48.8	Yes	Yes
Gender									
Male	87	100.0	18.3	56.1	15.9	9.8	46.3	N/A	N/A
Female	91	100.0	26.3	40.0	27.5	6.3	51.3	N/A	N/A
Racial/Ethnic Group									
White	76	100.0	13.2	42.6	30.9	13.2	64.7	Yes	Yes
African American	90	100.0	29.9	51.7	14.9	3.4	35.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	160	100.0	20.3	47.3	23.6	8.8	52.0	N/A	N/A
Disabled	18	100.0	42.9	57.1	0.0	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	178	100.0	22.2	48.1	21.6	8.0	48.8	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	100.0	21.7	48.4	21.7	8.1	49.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	132	100.0	26.5	50.4	18.8	4.3	41.9	Yes	Yes
Full-pay meals	46	100.0	11.1	42.2	28.9	17.8	66.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	178	100.0	43.8	35.2	14.2	6.8	21.0
Gender							
Male	87	100.0	47.6	28.0	19.5	4.9	24.4
Female	91	100.0	40.0	42.5	8.8	8.8	17.5
Racial/Ethnic Group							
White	76	100.0	25.0	42.6	20.6	11.8	32.4
African American	90	100.0	59.8	28.7	8.0	3.4	11.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	160	100.0	40.5	37.8	14.9	6.8	21.6
Disabled	18	100.0	78.6	7.1	7.1	7.1	14.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	178	100.0	43.8	35.2	14.2	6.8	21.0
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	100.0	43.5	35.4	14.3	6.8	21.1
Socio-Economic Status							
Subsidized meals	132	100.0	49.6	35.9	11.1	3.4	14.5
Full-pay meals	46	100.0	28.9	33.3	22.2	15.6	37.8

Social Studies							
All Students	178	100.0	36.4	37.7	20.4	5.6	25.9
Gender							
Male	87	100.0	36.6	37.8	20.7	4.9	25.6
Female	91	100.0	36.3	37.5	20.0	6.3	26.3
Racial/Ethnic Group							
White	76	100.0	25.0	41.2	25.0	8.8	33.8
African American	90	100.0	44.8	34.5	17.2	3.4	20.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	160	100.0	35.8	37.2	21.6	5.4	27.0
Disabled	18	100.0	42.9	42.9	7.1	7.1	14.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	178	100.0	36.4	37.7	20.4	5.6	25.9
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	175	100.0	36.0	37.9	20.5	5.6	26.1
Socio-Economic Status							
Subsidized meals	132	100.0	42.7	39.3	15.4	2.6	17.9
Full-pay meals	46	100.0	20.0	33.3	33.3	13.3	46.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	64	100.0	12.1	44.8	41.4	1.7	43.1
	4	60	100.0	13.0	53.7	29.6	3.7	33.3
	5	56	100.0	20.0	54.0	26.0	0.0	26.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	15.1	35.8	45.3	3.8	49.1
	4	60	100.0	16.7	53.7	25.9	3.7	29.6
	5	62	100.0	23.6	56.4	20.0	0.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	64	100.0	22.4	62.1	10.3	5.2	15.5
	4	60	100.0	24.1	48.1	22.2	5.6	27.8
	5	56	100.0	42.0	40.0	10.0	8.0	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	15.1	64.2	20.8	0.0	20.8
	4	60	100.0	22.2	37.0	25.9	14.8	40.7
	5	62	100.0	29.1	43.6	18.2	9.1	27.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	64	100.0	36.2	48.3	13.8	1.7	15.5
	4	60	100.0	44.4	42.6	11.1	1.9	13.0
	5	56	100.0	62.0	20.0	6.0	12.0	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	37.7	37.7	18.9	5.7	24.5
	4	60	100.0	40.7	29.6	18.5	11.1	29.6
	5	62	100.0	52.7	38.2	5.5	3.6	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	64	100.0	22.4	56.9	12.1	8.6	20.7
	4	60	100.0	25.9	63.0	9.3	1.9	11.1
	5	56	100.0	38.0	44.0	14.0	4.0	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	15.1	47.2	28.3	9.4	37.7
	4	60	100.0	33.3	44.4	16.7	5.6	22.2
	5	62	100.0	60.0	21.8	16.4	1.8	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 371)				
First graders who attended full-day kindergarten	100.0%	Up from 24.1%	100.0%	100.0%
Retention rate	4.1%	Up from 3.3%	3.6%	2.8%
Attendance rate	96.6%	Up from 96.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.4%	0.0%	0.0%
Eligible for gifted and talented	13.2%	Up from 10.7%	8.1%	10.4%
On academic plans	37.9%	N/AV	40.7%	33.6%
On academic probation	0.0%	N/AV	0.5%	1.0%
With disabilities other than speech	4.6%	Down from 5.0%	9.1%	7.5%
Older than usual for grade	0.6%	Up from 0.3%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	44.8%	Down from 50.0%	52.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.6%	N/A	2.2%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.6%	0.0%	0.0%
Teachers returning from previous year	82.2%	Down from 89.2%	86.9%	87.3%
Teacher attendance rate	96.8%	Up from 93.8%	95.1%	94.9%
Average teacher salary	\$42,263	Up 0.7%	\$42,070	\$42,485
Prof. development days/teacher	13.9 days	Up from 9.0 days	13.3 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 17.7 to 1	18.2 to 1	18.6 to 1
Prime instructional time	91.1%	Up from 87.9%	89.7%	89.7%
Dollars spent per pupil*	\$7,276	Up 7.2%	\$6,652	\$6,557
Percent of expenditures for teacher salaries*	59.6%	Down from 65.0%	64.0%	64.0%
Percent of expenditures for instruction*	63.5%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

J.N. Kellett has implemented many effective practices and programs designed to improve student achievement. During the 2005-06 school year, we accomplished many goals. We received exemplary SACS accreditation status and were recognized as a Red Carpet School Winner. We completed phase II of becoming a technology model school. Our school was showcased recently in an award-winning technology video. All classrooms have state-of-the-art technology that includes smart boards and cps chalkboards. Teachers received more training with infusing technology in the curriculum through our Digital Express grant with Clemson University. Students used technology to prepare projects, make power point presentations and conduct research.

We also implemented the 100 Book Challenge to encourage daily reading at school and at home. This program provided a unified system for independent reading. The 100 Book Challenge also provided an early intervention for struggling readers in all grades. Students were assessed by using individual skill cards as teachers held mini-conferences with the students. Students were awarded for meeting reading goals by completing book challenge steps. Students read fiction and non-fiction literature.

The Math Coach worked closely with all teachers to help teachers become more reflective in their teaching. Through weekly reflection with teachers conversations have focused on the connections students build to support their learning. Our MAP scores showed growth throughout the school year as teachers implemented best practice teaching strategies and used current MAP data to teach deficient areas and fill in gaps for students.

Kellett Academy, our after-school program, served over 150 students in grades Kindergarten - 5th. Our goal is to implement a quality after-school and summer program that will help each student at Kellett Elementary reach his or her maximum potential. Kellett Academy provides one hour of classroom instruction daily in reading and math. Instruction is provided by certified staff. We also provide after-school tutoring, mentoring and homework assistance.

Our Family Intervention Specialist worked closely with teachers and parents to bridge home-school connections. Training was provided for our parents at monthly family night events on how parents can be the primary teachers for their children. Family night events served as an initiative to strengthen capacities of families in our school and community.

Earnestine R. Williams, Principal
Sharon Fletcher, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	58	4
Percent satisfied with learning environment	93.3%	77.6%	I/S
Percent satisfied with social and physical environment	90.0%	70.7%	I/S
Percent satisfied with school-home relations	55.2%	83.6%	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.